



## Forest Heights Elementary

2500 Blue Ridge Terrace  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	451 Students	
<b>Principal</b>	Dr. Frank Robinson	803-691-3780
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

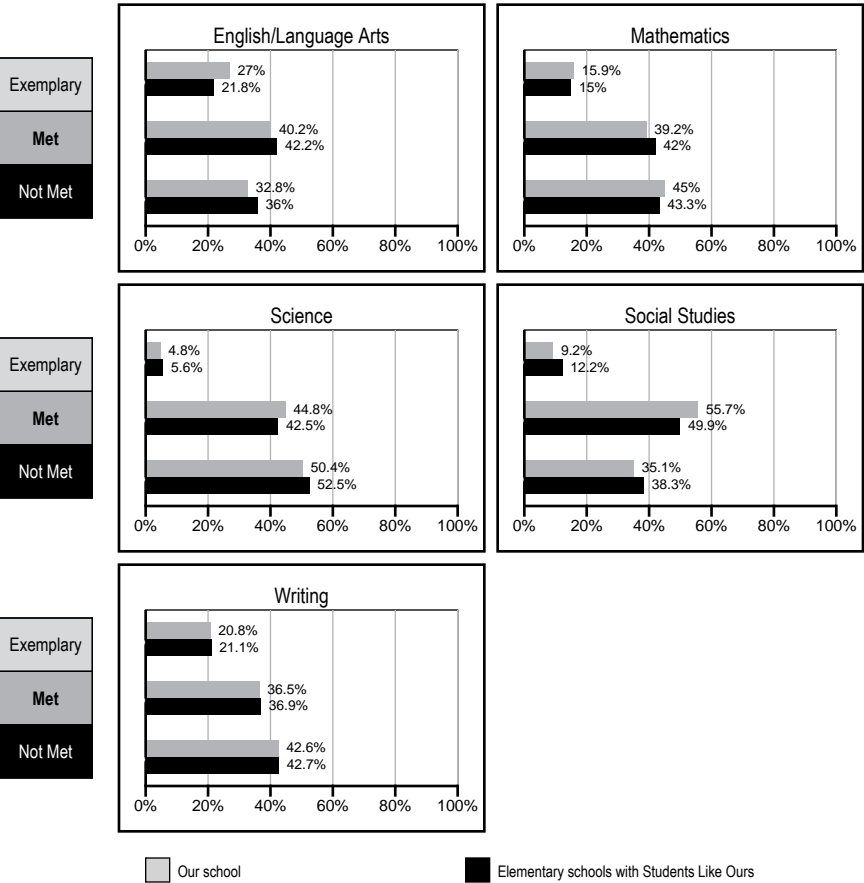
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	64	62	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=451)</b>				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 1.7%	2.4%	1.9%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	5.8%	Up from 1.7%	3.1%	10.0%
With disabilities other than speech	9.9%	Up from 9.1%	7.5%	7.7%
Older than usual for grade	1.2%	Up from 0.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	64.5%	Up from 62.9%	57.1%	59.4%
Continuing contract teachers	58.1%	Up from 54.3%	71.4%	80.0%
Teachers with emergency or provisional certificates	6.9%	Down from 7.7%	0.0%	0.0%
Teachers returning from previous year	81.1%	Up from 75.0%	81.6%	85.9%
Teacher attendance rate	94.3%	Down from 94.5%	95.2%	95.1%
Average teacher salary*	\$46,810	Up 6.2%	\$45,725	\$47,149
Professional development days/teacher	11.4 days	Down from 13.2 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 21.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 88.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,323	Up 24.4%	\$8,667	\$7,458
Percent of expenditures for instruction**	78.9%	Down from 80.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	73.0%	Down from 75.5%	61.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Forest Heights Elementary School administration, faculty, and staff continue to focus on providing a quality education and a positive school environment for all students. The Lifeskills and Lifelong Guidelines Program help to promote a positive school climate. The school has partnered with parents and community to provide students many enrichment activities and positive learning experiences through the utilization of the school's modified calendar. The integration of technology in both teaching and learning remains a focus to support, enhance, and extend instruction.

Recent test results indicated a continued need to focus on the development of core skills. This school year, the staff received training on the incorporation of Target Teach lessons as well as training on phonemic development. The SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words) program was used as an intervention to assist students that had difficulty with reading. The program helps students with the prerequisites for developing reading fluency and comprehension. Reading comprehension skills were also supported by the use of SuccessMaker. Target Teach lessons were incorporated for math and ELA lessons. These lessons helped to support differentiation within the classroom. Our teachers are continuing to grow in their use of MAP data as a diagnostic tool to provide targeted instruction. Forest Heights Elementary continued to incorporate flexible grouping based upon Benchmark and MAP data throughout the school to assist students experiencing difficulty with identified skills. Inquiry-based learning was supported through professional development presented by NASA specialists, Challenger Center team members, and Diverse Pathways/USC staff.

Forest Heights was awarded the Elementary Level Model Technology Classroom for the district. This classroom integrates current instructional technologies into a seamless format for classroom use. Teachers and staff received technology training throughout the year to assist with proper utilization of equipment as all classrooms in grades 2-5 now have SMARTboards.

The school has continued to work on community outreach. The School Improvement Council has promoted a Math & Science Night at a local grocery store. The school sponsors a Boy Scout troop, in addition to hosting parent conferences, PTO meetings, Intercession showcases, and technology and history activities. All of these programs have been held to encourage parents to actively participate with the school. Our parent liaison conducted monthly home visits/literacy sessions for parents of preschool students. Harvest Hope Food Bank has partnered with the school to send backpacks of food for families in need on a weekly basis. Forest Heights has been fortunate that our faith-based partners have continued to support the school in many ways. We were proud to host interns from the University of South Carolina, South Carolina State University, and Midlands Technical College. Forest Heights also collaborated with the University of South Carolina's SHAPES program regarding healthy living.

The faculty and staff at Forest Heights will continue to do our "Personal Best, Every Day Every Way."

Shane Thompson, SIC Chairperson  
Frank Robinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	52	31
Percent satisfied with learning environment	84.4%	84.6%	76.7%
Percent satisfied with social and physical environment	87.5%	65.4%	83.9%
Percent satisfied with school-home relations	62.5%	73.1%	70.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	209	100	32.8	40.2	27	83.1	78.6	82.8	Yes	Yes
<b>Gender</b>										
Male	104	100	35.2	46.2	18.7	81.3	74.4	79.3	N/A	N/A
Female	105	100	30.6	34.7	34.7	84.7	82.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	197	100	33.9	40.6	25.6	82.8	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	55.9	41.2	2.9	73.5	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	184	100	34.1	40.7	25.1	83.2	74.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	209	100	45	39.2	15.9	59.8	70.3	78.9	Yes	Yes
<b>Gender</b>										
Male	104	100	50.5	33	16.5	54.9	67.8	77	N/A	N/A
Female	105	100	39.8	44.9	15.3	64.3	72.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	8	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	197	100	45.6	40	14.4	59.4	64.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	N/AV	N/AV	N/AV	29.4	36.5	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	184	100	44.9	38.9	16.2	60.5	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	140	100	50.4	44.8	4.8	49.6	58.1	67.5
<b>Gender</b>								
Male	68	100	53.4	39.7	6.9	46.6	57	67
Female	72	100	47.8	49.3	3	52.2	59.1	68
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	133	100	50.8	45	4.2	49.2	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	100	N/AV	N/AV	N/AV	23.5	27.5	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.2	59.6
<b>Socio-Economic Status</b>								
Subsided meals	126	100	50.9	44.7	4.4	49.1	49.1	55.1

**Social Studies**

All Students	145	100	35.1	55.7	9.2	64.9	65.2	72.3
<b>Gender</b>								
Male	72	100	32.8	51.6	15.6	67.2	63.1	71.5
Female	73	100	37.3	59.7	3	62.7	67.2	73.2
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	138	100	36.5	55.6	7.9	63.5	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	27	100	N/AV	N/AV	N/AV	40.7	36.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	123	100	33.9	58.9	7.1	66.1	58	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	218	99.5	42.3	36.7	20.9	57.7	63.9	70.2	95.8	95.9
Gender										
Male	109	99.1	54.3	29.8	16	45.7	55.8	63.2	95.7	95.7
Female	109	100	31.4	43.1	25.5	68.6	71.9	77.5	95.8	96.2
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	86.2	79.1	91.9	96
African American	206	99.5	42.2	38.5	19.3	57.8	58	57.6	95.9	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	92.5	96.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.8	62.6	94.5	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	42	97.6	78.9	15.8	5.3	21.1	22.3	26.1	95	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.2	61.2	95.5	96.2
Socio-Economic Status										
Subsidized meals	183	100	40.7	38.9	20.4	59.3	56.7	58.9	95.8	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	70	100	38.5	26.2	35.4	61.5
	4	76	100	25.4	47.8	26.9	74.6
	5	63	100	35.1	47.4	17.5	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	70	100	56.9	29.2	13.8	43.1
	4	76	100	28.4	50.7	20.9	71.6
	5	63	100	50.9	36.8	12.3	49.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	34	100	59.4	37.5	3.1	40.6
	4	76	100	46.3	47.8	6	53.7
	5	30	100	50	46.2	3.8	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	36	100	33.3	54.5	12.1	66.7
	4	76	100	20.9	70.1	9	79.1
	5	33	100	67.7	25.8	6.5	32.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	71	100	56.1	21.2	22.7	43.9
	4	81	98.8	28.6	50	21.4	71.4
	5	66	100	43.3	38.3	18.3	56.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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